

Transforming Assessment Practice through the Lens of Democratic Engagement

Assessing the Practices of Public Scholarship [APPS] Research Group

Group representatives here today: **Mary F. Price, Julia Metzker, Sylvia Gale, Joe Bandy, & Patti H. Clayton**, [with us today in spirit: Sarah Stanlick, Anna S. Bartel, Stephani Etheridge Woodson, & Georgia Nigro]

Assessment Institute, Indianapolis, IN

October 21, 2018

www.imaginingamerica.org



LEARN MORE

Read the White Paper on Democratically Engaged Assessment

► <http://hdl.handle.net/1805/17729>

Learn more about the APPS Group and Imagining America

► <https://imaginingamerica.org/initiatives/apps/>

Imagining America

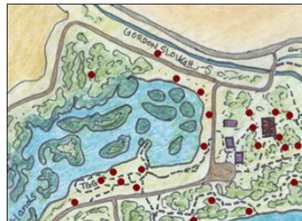
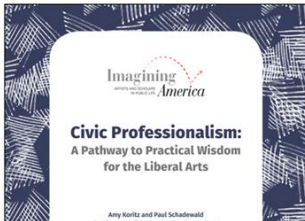
Artists and Scholars in Public Life

Imagining America creates democratic spaces to foster and advance publicly engaged scholarship that draws on arts, humanities, and design. The organization works to catalyze change in campus practices, structures, and policies that enables artists and scholars to thrive and contribute to community action and revitalization.

REPORTS & ESSAYS

FORESEEABLE FUTURES

CASE STUDIES



imagingamerica.org



Public | arts
design
humanities
A Journal of Imagining America

Assessing the Practices of Public Scholarship [APPS]

Who we are:

- ❑ Transdisciplinary research group within Imagining America
- ❑ Over our history, blend of community arts practitioners, academics, students and practitioners

What we do:

- ❑ Promote assessment that realizes the values and transformative potential of community engagement.



Getting to know each other:

- **Your Name, Institution**
- **3 words** that describe what you do
- **1 word or phrase** that best describes your relation to assessment
- **Particular area of interest**
[classroom assessment, institutional, partnerships, etc.]

Overview of the day

- Values and Assessment: Locating Ourselves
- **BREAK [10:25 – 10:40 a.m.]**
- Introducing, Engaging, & Applying DEA
- **LUNCH [noon – 1:15 p.m.]**
- Working with DEA
 - Part 1 – Digging into your selected value
 - **BREAK [2:30 – 2:40 p.m.]**
 - Part 2 – Reimagining practice & moving to action
- Feedback & Recommendations for Next Steps

WiFi

Enter: IUPUI2018



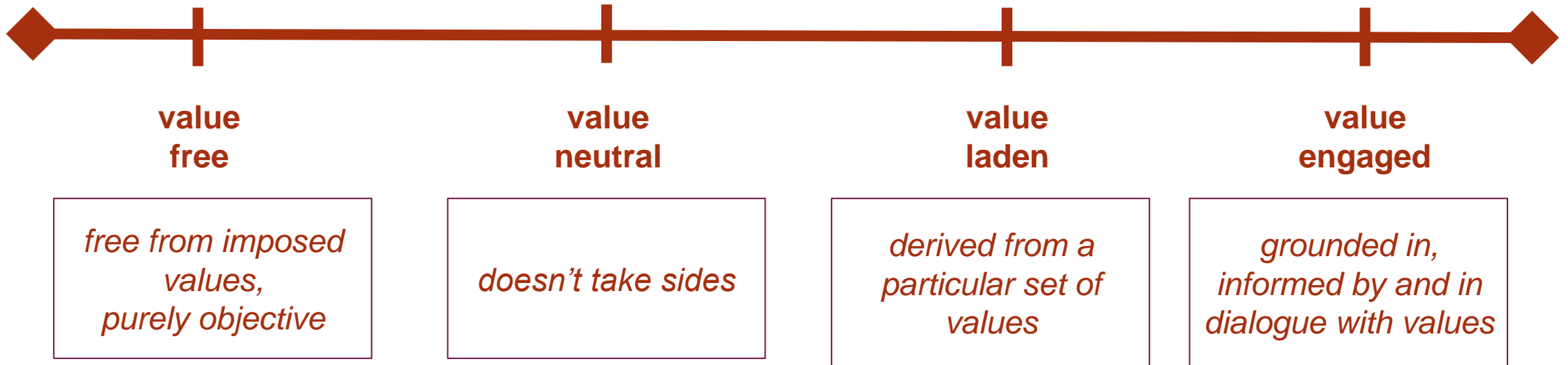


Values and Assessment: Locating Ourselves

Refer worksheet:

- *What is your assessment story?*
- *How did you come to assessment?*
- *How do you feel about it?*
- *What does it mean to you?*
- *What do you want it to mean?*

Assessment/evaluation is...?





- Something we have?
- Something we learn?
- Something we do?

Assessment as “liberatory

“civic imagination”

*“the capacity to
imagine alternatives to
current social and
political conditions.”*

(Jenkins, 2016, p. 300).

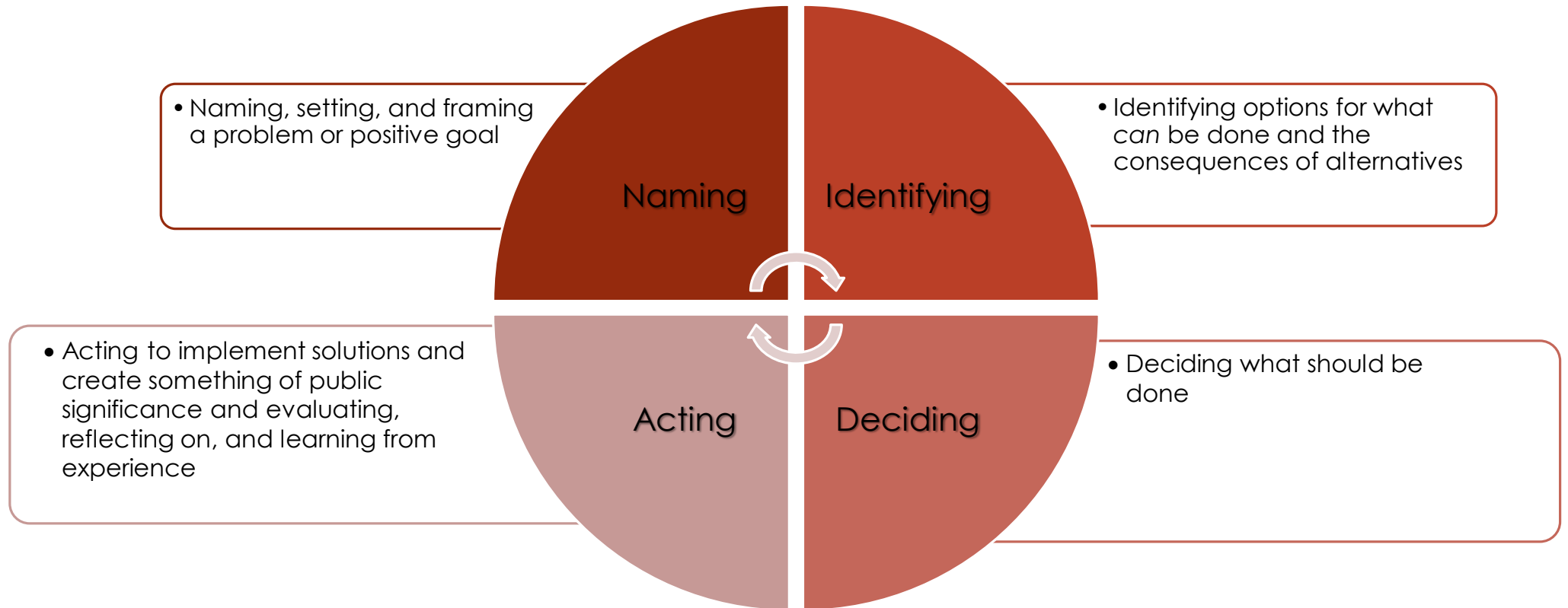
Fueling the civic imagination...

Assessment a... *civic institution?*

*a cultural practice through which
we can take “seriously the
demands of justice, equity, and
civic courage.”*

(Giroux, 2017, pp. 16-17)

The public work of democracy



SOURCE: Peters, Alter, &
Schwartzbach (2010).
Democracy in Higher Education.

Public Purposes in Higher Education



Think back to your story?

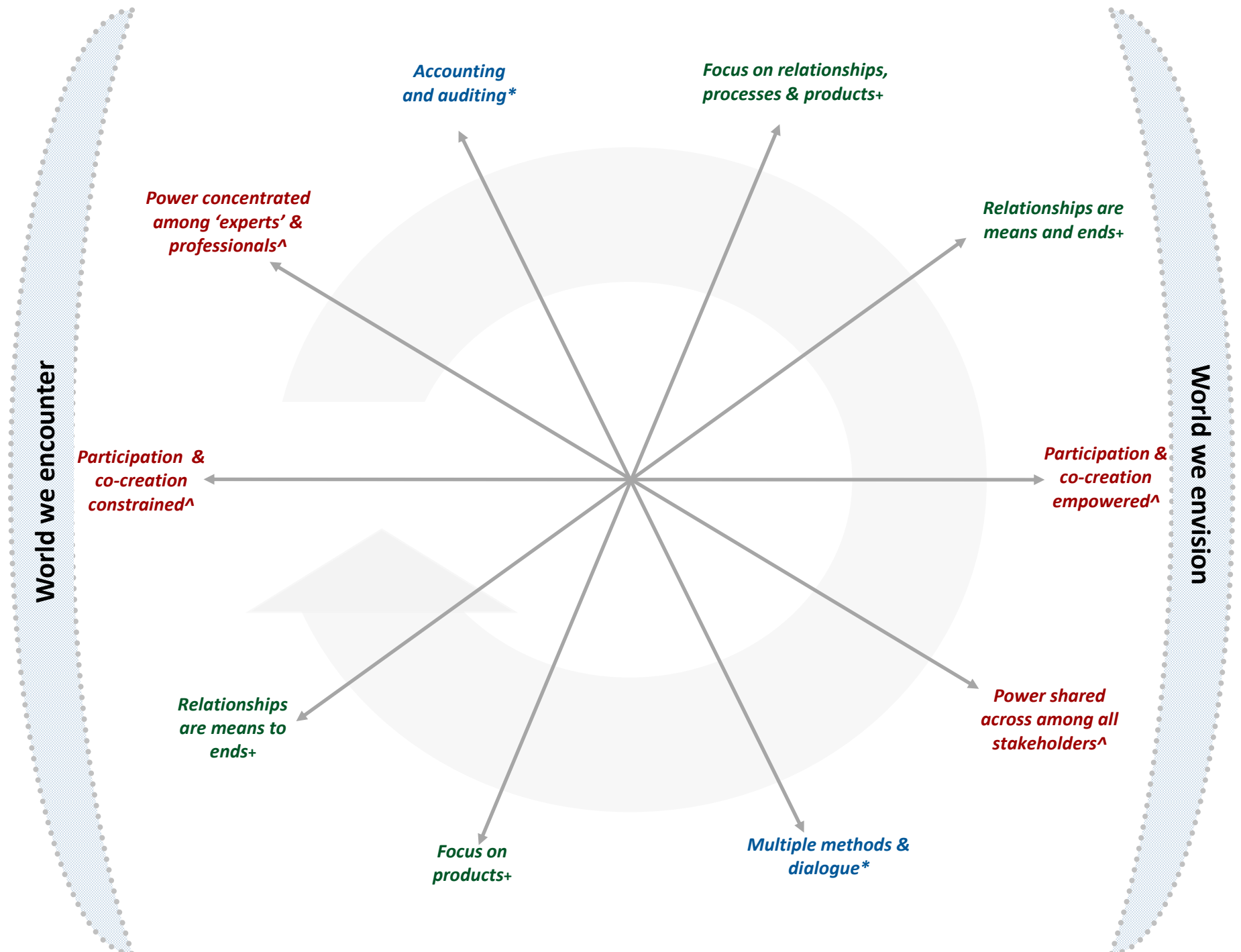
What public purposes/ends lie inside your assessment work?

In light of this:

- *What values do you bring to your work in assessment?*
- *How does/might assessment bring your values to life?*

Sylvia's Story

Tensions



LEGEND

Axes of Tension =

Text Labels

•Red^ = Tension 1

[Expertise & Power]

•Blue* = Tension 2

[Sources of Accountability]

•Green+ = Tension 3

[Relationships & Process]

Central question

*How might we better “**walk the talk**” of the **values of democratic engagement in our assessment work**, navigating constraints and inevitable tension points while empowering all participants?*

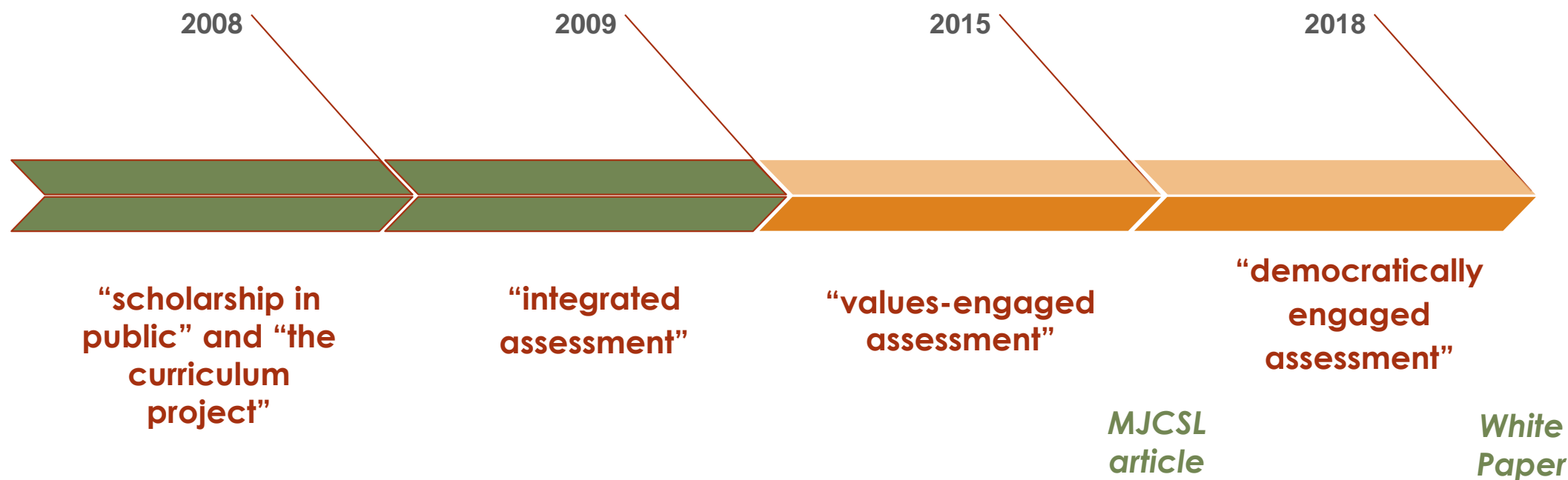


BREAK

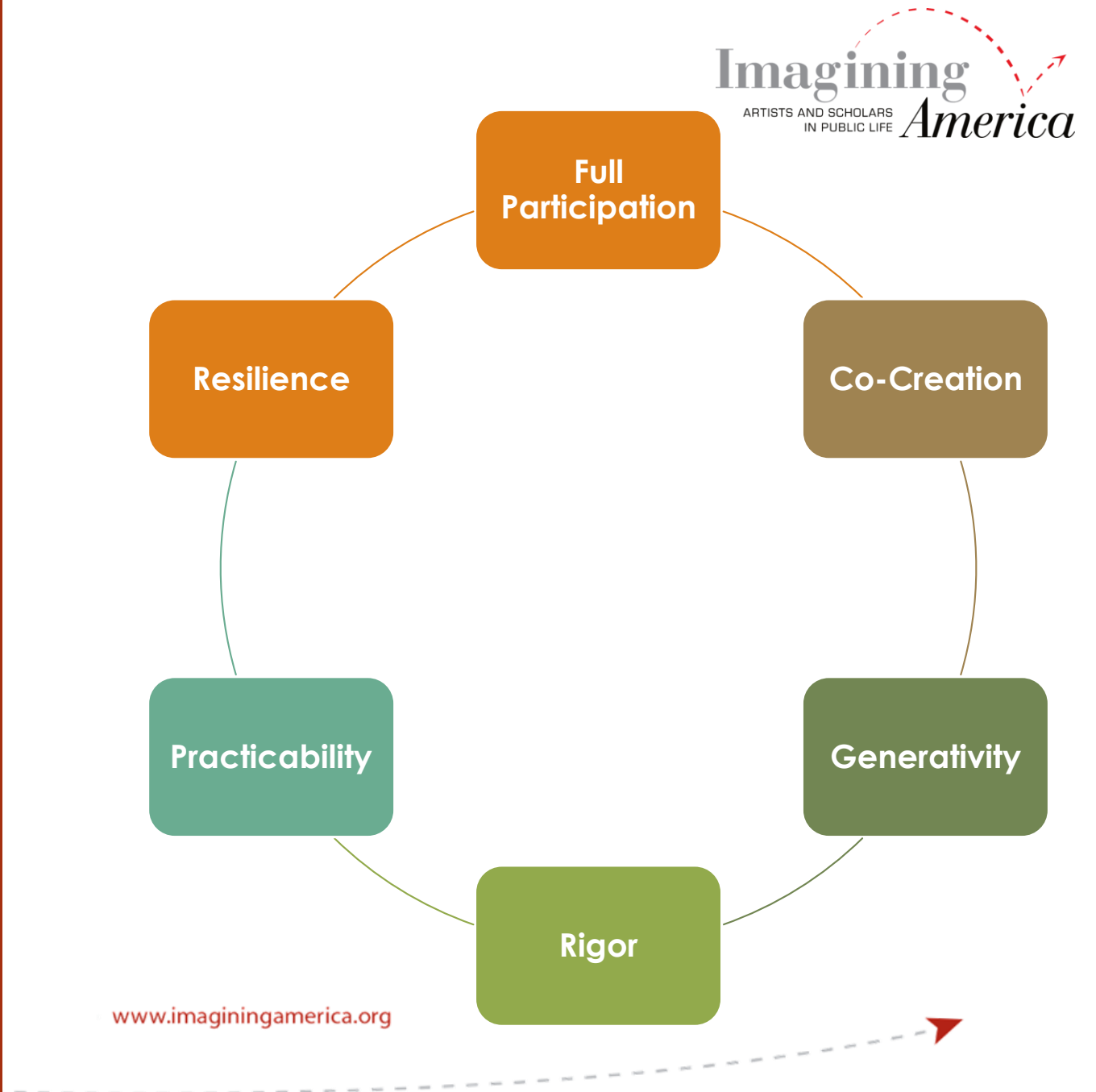


Introduction to DEA

Assessing the Practices of Public Scholarship [APPS]



Core Values of DEA



Technocratic Civic Engagement (TCE)	Democratic Civic Engagement (DCE)
<i>For</i>	<i>With</i>
Deficit-based	Asset-based
Uni-directional flow of knowledge from credentialed academic experts; distinction between knowledge producers and knowledge consumers	Multi-directional, synergistic flow of ideas and questions within a web of knowledge centers; co-creation of knowledge
Engagement is apolitical	Engagement facilitates inclusive, collaborative, deliberative democracy
At best transactional exchanges	Potentially transformative partnerships (transformative of self, others, organizations/institutions, systems, paradigms); change result from co-creation
Hierarchical power dynamics	Powershifted dynamics that disrupt hierarchy and position all partners as co-educators, co-learners, co-generators of knowledge and practice



Applying DEA

Reclaiming agency in assessment



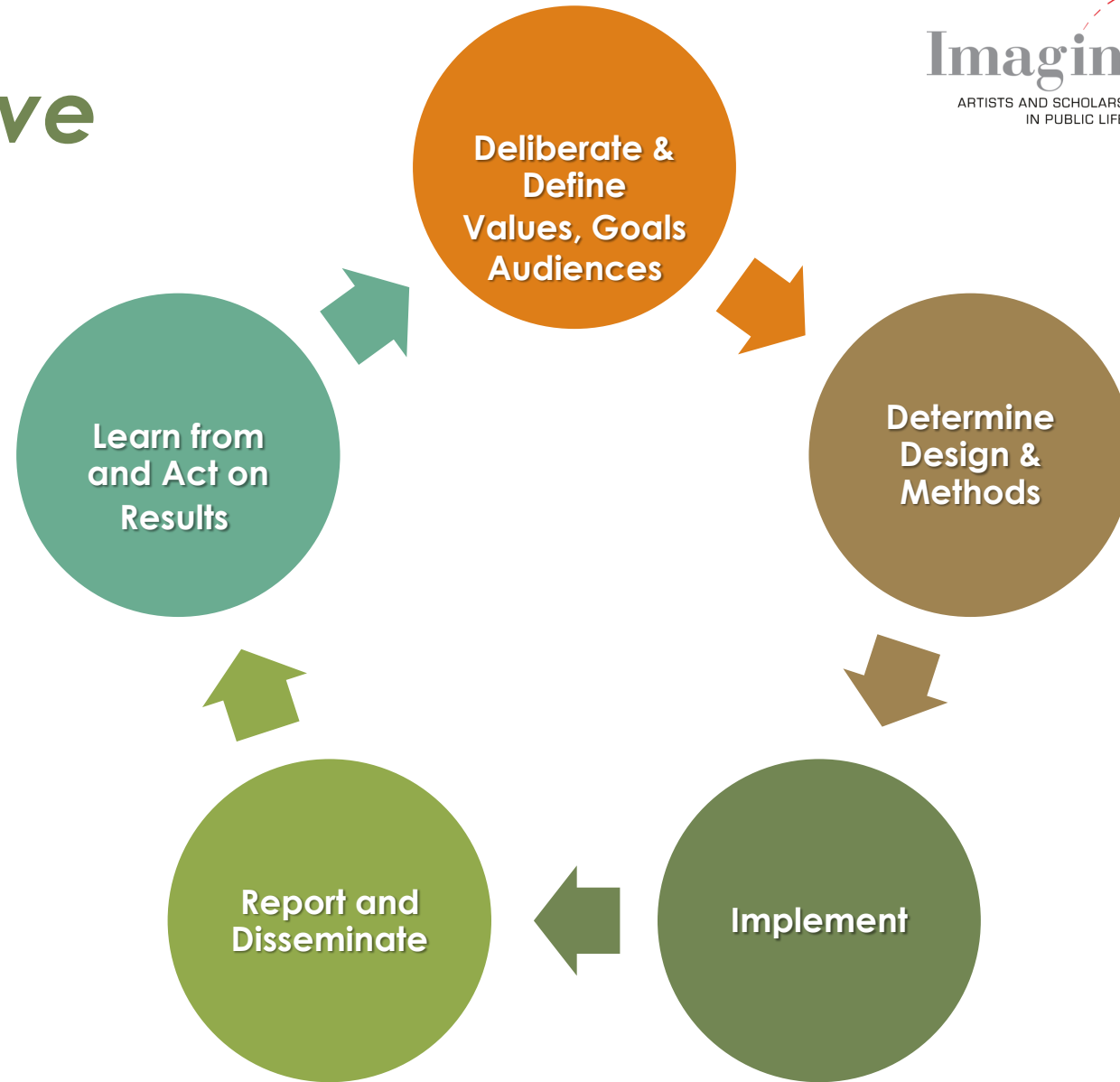
- **Beth's Story:** *Enacting a value in the design of a new program*
- **Vialla's Story:** *Assessing unit programming for presence of a value*
- **ioby's Story:** *Designing an assessment strategy in light of competing values*

Phases of Assessment

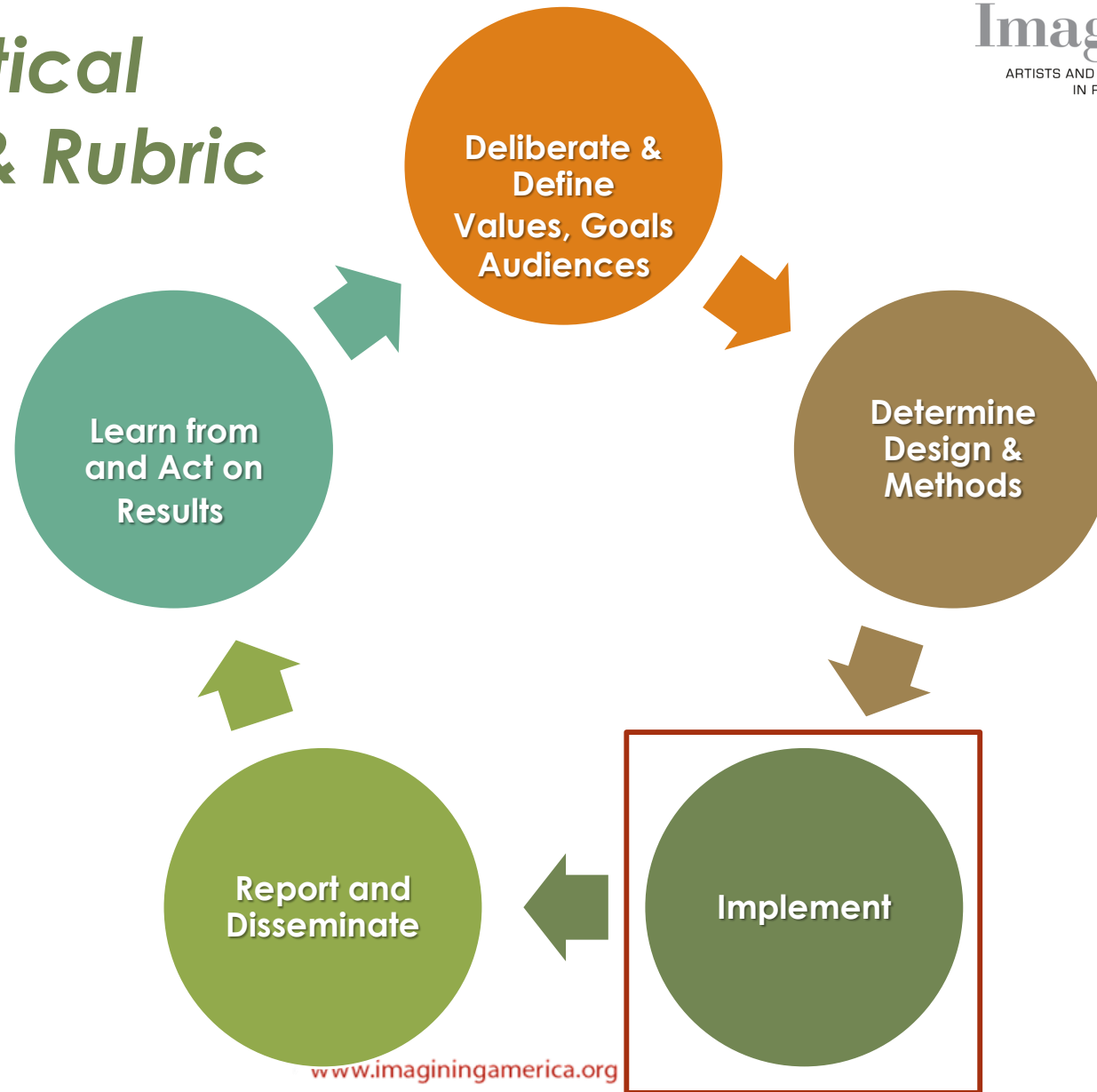
Why assess? What values and goals are particularly important, and for whom?



Mapping: *Carnegie Elective Community Engagement Classification*



Mapping: *DEAL Model Critical Thinking Table & Rubric*



Our ticket out the door

In packet [pg.4]

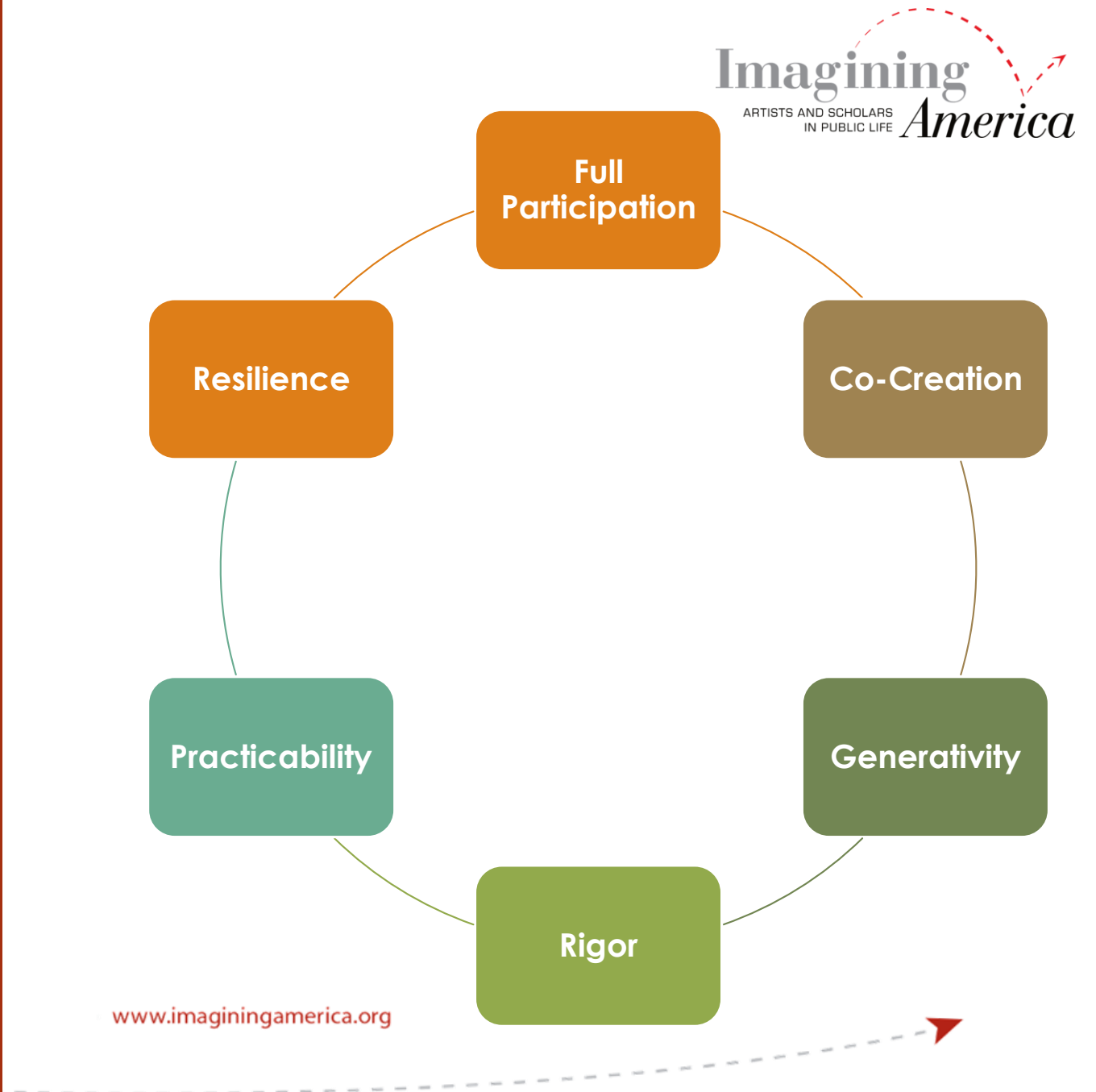
- *What about DEA excites you?*
- *What about DEA concerns or (challenges) you?*
- *Which DEA Value do you MOST want to apply to your assessment practice? Why?*
- *What do you most want to work on in your assessment practice related to values and DEA*

LUNCH

Working with DEA – Parts 1 & 2

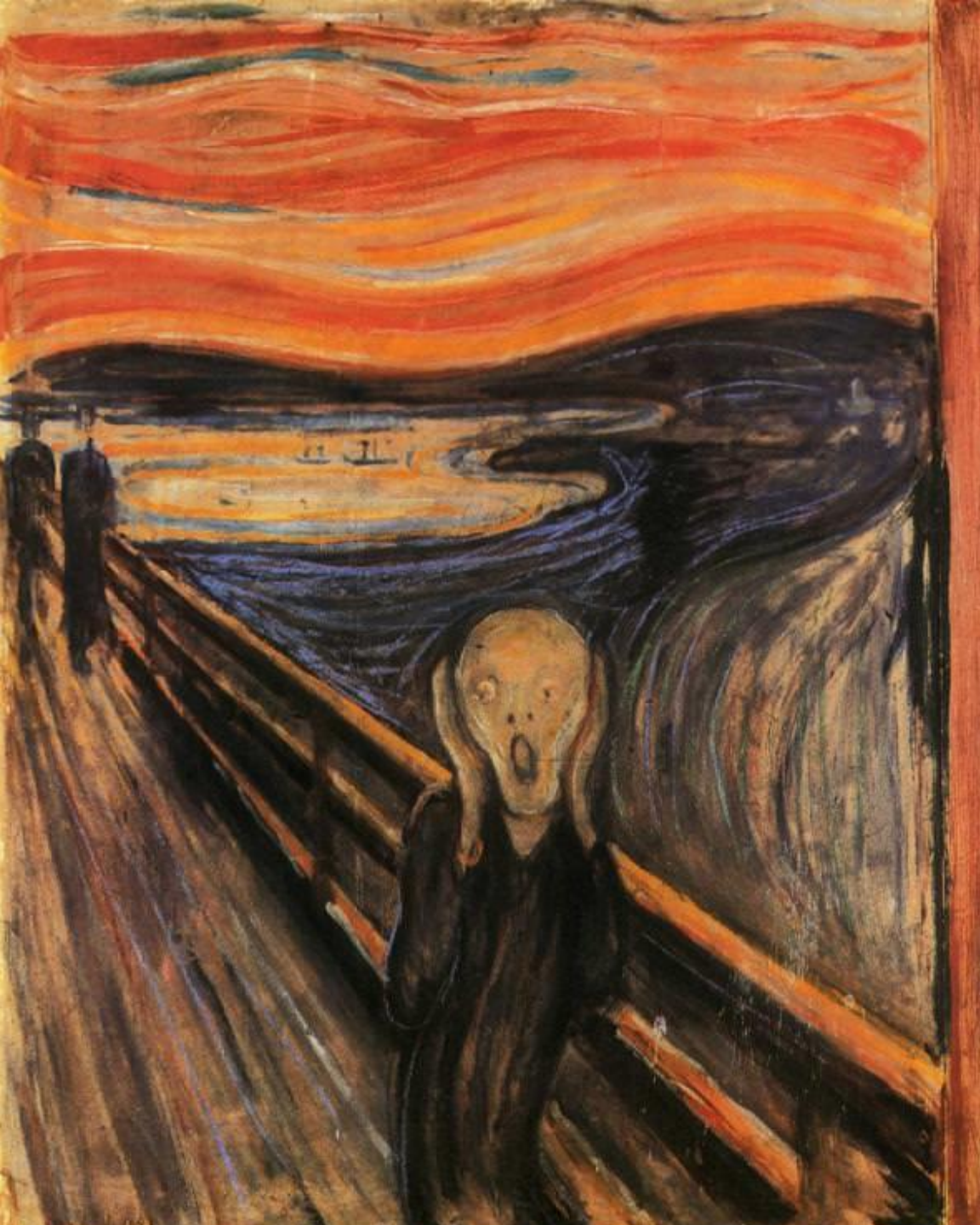
Reclaiming agency in assessment

Core Values of DEA



stuck?

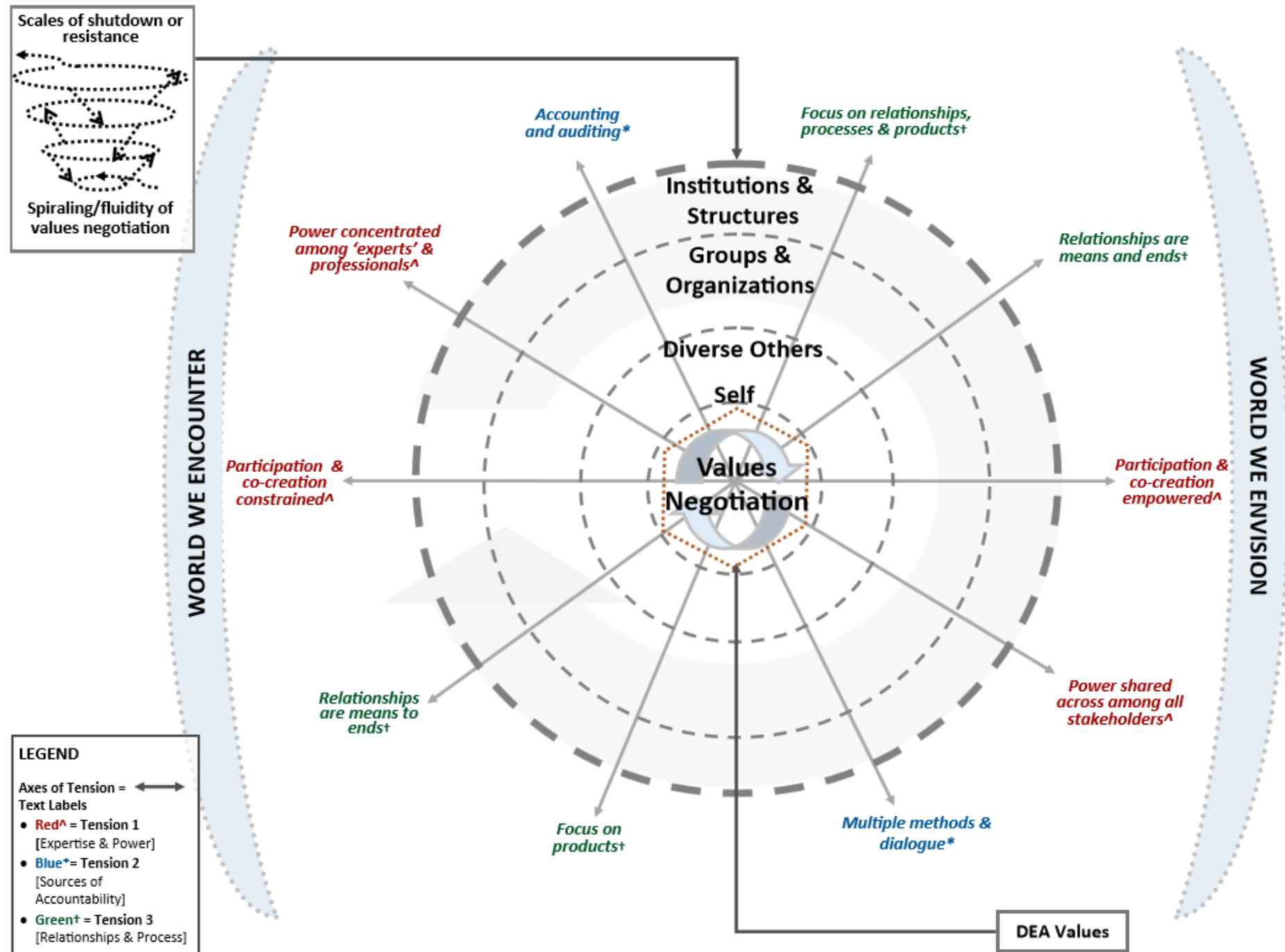
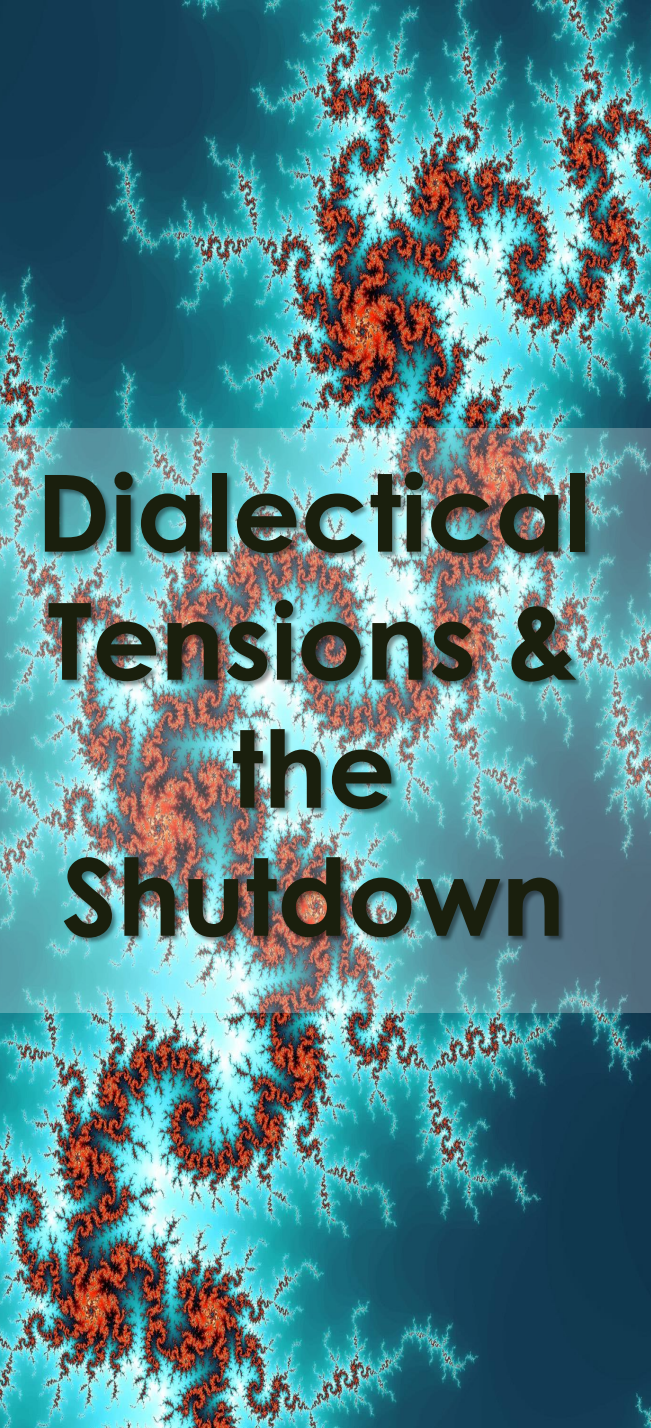




- “Our lives are filled with contradictions — [including] the gap between our aspirations and our behavior ... If we fail to hold them creatively, **these contradictions will shut us down and take us out of the action ...**
- When we allow their tensions to expand our hearts, they can open us to new understandings of ourselves and our world, enhancing our lives and allowing us to enhance the lives of others. ...The genius of the human heart lies in its capacity to use these tensions to generate insight, energy, and new life.”
(p. 45)



Resisting the “Shutdown”...and Reclaiming Assessment





Holding Tensions Creatively

Strategies beyond Shutting Down

- *The Exit Strategy*
- *The Accommodation & Resistance Strategy*
- *The Competition Strategy*
- *Strategies of Transformation*
 - *Micro*
 - *Macro*

BREAK



- **Beth's Story:** *Enacting a value in the design of a new program*
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World as we
encounter it



World as we
envision it

Intention Setting

What steps can you take
and when?

- During the conference
- This month
- This semester
- This year
- And beyond....

What is the impact
you want to have?

Locate yourself.



Discussion

Feedback on DEA & Next Steps

- What are you still struggling with right now?
- What else do you need to go deeper or to do this well?

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